



# **KIPP Infinity Charter School**

## **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montagueo, Associate Director of Compliance prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

<b><u>Trustee's Name</u></b>	<b>Board Position</b>	
	<b><u>Office (e.g. chair, treasurer, secretary)</u></b>	<b><u>Committees (e.g. finance, executive)</u></b>
Kange Kaneene	Chair	None
Rafael Mayer	Trustee/Member	Audit, Finance
Richard Taft	Treasurer	Audit, Finance
Gwendolyn Brunson	Trustee/Member	None
Erica Dewan	Trustee/Member	None
Adaobi Kanu	Trustee/Member	Audit, Finance

**Glenn Davis has served as the KIPP Infinity MS since 2017.**

**Maylien Herm has served as the school leader of KIPP Infinity ES since 2019.**

**Monica Samuels has served as the school leader of KIPP College Prep High School since 2021.**

## SCHOOL OVERVIEW

**Mission.** As part of the national KIPP network of schools, our mission states that “Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.”

**Strategic vision.** In New York City, the KIPP network is comprised of 18 schools educating children in grades K-12 (8 elementary, 9 middle and our college preparatory high school). Together with our alumni support program, KIPP Forward (Formerly known as KIPP Through College), we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, excellent academics, strong socio-emotional support and an equitable learning environment are the foundation for student success. We strive to provide these for every child.

**Desired impact.** In the United States today, only 10% of students from low-income families ultimately earn a college degree. These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A degree affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, socio-emotional development, career preparation skills, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years). Our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

We made the decision for the 21-22 school year to start our schools in person for everyone and ran a regional KIPP NYC remote school for students with medical exemptions. In the end, the

remote school had about 30 students grades K-8, which meant 99% of our student body returned in person. The health and safety of our students, staff, and families were a top priority. We made some adjustments to teaching and learning to reflect the social distancing requirements in school. Additionally, coping with the pandemic and being remote has had an adverse impact on many students both academically and socio-emotionally. We started the year with a clear strategy to address both. Most notably, we started an optional summer school to help reacclimate students to the routines of attending school. We then did a round of diagnostic testing in both reading and math prior to our summer PD days so that we could spend PD time analyzing data and identifying how to address the diverse academic needs of our students. This strategy ensured we were still teaching grade level content, increased the number of flex days within each unit, and identified high priority standards and lessons within our curriculum to make space for necessary intervention.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlined our comprehensive approach for how we intended to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We have and will continue to actively use an equity focused lens to evaluate all of our reopening and operational plans and decision-making moving forward. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of our student population at the forefront of our minds.

In creating our plans for the 21-22 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	94	90	93	88	94	102	99	83	95	364	379	208	223	2,012
2018-19	88	97	91	90	89	93	98	96	82	351	373	272	215	2,035
2019-20	106	91	98	96	99	92	95	96	96	336	396	247	287	2,135
2020-21	97	115	97	104	100	99	92	94	94	355	381	268	284	2,180
2021-22	102	89	111	91	103	99	94	91	90	382	368	227	281	2,128

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	256	0	256
2020-21	2017-18	2017	237	0	237
2021-22	2018-19	2018	309	6	303

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	251	5	256
2020-21	2017-18	2017	233	4	237
2021-22	2018-19	2018	303	1	304

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	70	3	73
2020-21	2016-17	2016	244	12	256
2021-22	2017-18	2017	233	4	237

PROMOTION POLICY

KIPP NYC College Prep set our College Prep Diploma graduation requirements to exceed the New York State requirements, based on the belief that if students meet our higher standards, they will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

To receive our College Prep diploma, students must successfully complete a minimum of 24 credits (1 credit = 1 year) consisting of the courses below, as well as pass five New York State regents Exams (Science, Math, English, Global History and US History) with a score that indicates college readiness; the score differs with different content areas.

Credits required to earn a College Prep Diploma	Number of Credits Required
ELA, Math, Science, Social Studies	4 *each
Language other than English (LOTE)	3
Visual & Performing Arts	1
Physical Education	2
Health	0.5
College Prep Electives	1
Electives of Choice	0.5

GOAL 1: HIGH SCHOOL GRADUATION

**GOAL 1: HIGH SCHOOL GRADUATION**  
 95% high school graduation within 5 years of starting HS.

**Goal 1: Leading Indicator**  
 Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Generally students are on track to meet the credit accumulation goals. With the 2021 cohort exceeding this goal at 90% and the cohort of 2020 reaching 72%. Over the course of last year, the first of in-person learning since the 2019 - 2020 school year's interruption, we have seen stronger outcomes for the freshmen class in terms of the transition to HS than we did with the sophomore cohort. Over the course of the year, our lowest results came in from the 2020 cohort in GPAs, credit accumulation and to some extent in Regent's results. While we worked as a school to get the 10th grade on track, losing out on their 8th and 9th grade in person school experiences which included the transition from middle school to high school, proved to be a very large hurdle to overcome. As a school, we have several layers of protective factors for freshmen that the 2020 cohort did not get to experience in the same way as the 2021 cohort. While we only missed the goal by 3%, we know that we need to focus our attention on this cohort and have several programs for support in place to try to get closer to 90% of the cohort being on track by the end of their junior year including our AIM (Academic Intervention and Mentoring) program, increased social work and counseling supports, and our college and career readiness courses.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	319	72%
2021	305	90%

ADDITIONAL EVIDENCE

Last year we found that our 2020 cohort struggled the most with the transition back to in person learning. This group was remote for part of 8th grade and all of 9th grade. All regents exams were waived during remote learning so taking several regents exams this year was challenging for them. We did not meet our goal on the Global Regents. Students that did not earn Global 2 credit can not be promoted to the next grade. We are offering several credit recovery classes this fall to support our students in making up the credits.

**Goal 1: Leading Indicator**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either**

passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

### RESULTS AND EVALUATION

As you can see from the data, all three cohorts met the goal for at least 75% of students passing three Regents exams by their second year in the cohort. Generally, the school has had success with Regents exams and seen strong results throughout the school year. When students have struggled to pass Regents exams, they are eligible to attend summer programming to support another attempt and take additional courses at the school to work towards passage of the exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	241	84%
2019	2020-21	244	95%
2020	2021-22	319	80%

### ADDITIONAL EVIDENCE

We met our 75% goal for passing at least 3 exams by their second year. For students that did not pass a specific exam offering in 9th or 10th grade, credit recovery classes are offered this semester to support them in meeting this goal. We always prioritize supporting this group in meeting the state requirement. Students are encouraged to attend tutoring and to take advantage of all the extra support available to them.

#### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

<sup>1</sup> The state’s guidance for the multiple graduation pathways can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

The school’s graduation requirements appear in this document above the graduation goal.

**RESULTS AND EVALUATION**

In each Cohort listed, we exceeded the goal of 75% of the Cohort graduating within four years of entering high school. We have consistently met and exceeded this goal even during the learning interruptions brought on by COVID. Through tracking of credits, summer school, tutoring and intervention programs, and a strong general academic program and curriculum, our students are consistently on track to graduate from high school

While we have come close to and generally exceeded the 95% total graduation rate after five years of entering the high school, we have seen an increase in students leaving high school before finishing their graduation requirements and in students enrolling for a sixth year of high school. These increases are directly related to the impact of remote learning and the lack of in person instruction, support and structures. We believe that we will see the numbers of students needing more than four years of high school decrease and the overall 5 year graduation rate increase as we move towards more consistent in person instruction and schooling over the next few years. Our largest current concern is with the rising junior class - the 2020 cohort - which has seemed to suffer the most impact from missing in person instruction during their 8th and 9th grade years as well as missing the traditional MS to HS transition support.

**Percent of Students in the Total Graduation Cohort who have Graduated After Four Years**

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	256	228	89%
2017	2020-21	237	220	93%
2018	2021-22	303	282	93%

**Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years**

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	73	73	88%
2016	2020-21	256	243	95%
2017	2021-22	237	228	96%

**ADDITIONAL EVIDENCE**

We felt the impact of the pandemic this past summer with our largest number of seniors who were credit deficient. We had more seniors than ever needing credit recovery in the summer. Thirty two additional seniors were able to meet the requirements for graduation. For the students who did not graduate after 4 years, the twelfth grade deans and counselors will work closely with this group to make sure they are supported as they complete the credits they need. Our 5th year seniors will have regular check-ins to review their grades and process. Some students may be able to graduate in January if they complete all of their credit recovery classes. We are confident that with the extra support, most of our 5th year seniors will graduate by June 2023 and we will meet our 95% goal.

**Goal 1: Comparative Measure**

Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

**RESULTS AND EVALUATION**

Since opening our school in 2009, our founding cohort has met or exceeded the district results. Last year we returned from remote learning and exceeded our district schools by at least 15%. Our 2018 cohort had 93% graduate by August of 2022. We are confident that by June 2023, our 5th year rate will meet or exceed our 95% goal.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	256		89%	District 5: 971 District 6: 1321 District 17: 1928	District 5: 74% District 6: 75% District 17: 74%
2017	2020-21	237		92%	District 5: District 6: District 17:	District 5: 73% District 6: 76% District 17: 80%
2018	2021-22	304	282	93%	District 5: 64 District 6: 100 District 17: 31	District 5: 78% District 6: 83% District 17: 58%

## ADDITIONAL EVIDENCE

We have consistently exceeded the district results and are proud that we continue to push our students to exceed the minimum requirements needed to earn a NYS diploma. We push our students to complete more credits because we know that meeting these goals will better prepare them for college and career/workforce paths. We have strong support systems when students fall behind. Our counseling team is able to support our at risk students and our in house academic mentoring program will provide the extra support that some of our students may need.

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

## METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

## RESULTS AND EVALUATION

The school exceeded the goals for all tests across the 2018 Graduation Cohort. This data is in line with previous years. Nearly all students are able to complete the Regents requirements and/or meet the 4+1 Regents outcomes by the end of four years of high school. This data has been consistent since the high school's first graduating cohort due to a strong core curriculum, summer and winter Regents retake support, and particular support for our students with IEPs including ICT classes and strong SETSS programming. Additionally, there are tutoring services offered after-school across content areas, academic intervention programs, and family involvement structures to ensure students who need extra support receive that help. There was a slip dip in outcomes with the 2016 cohort and the 2017 cohort as students did not have an opportunity to receive in person support due to COVID and remote learning.

### Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
English	304	297	98%
Algebra I	304	297	98%
Biology	304	302	99%
Overall	304	297	98%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	298	<b>94%</b>
2017	2020-21	295	92%
2018	2021-22	304	98%

### ADDITIONAL CONTEXT AND EVIDENCE

We are proud of how consistent we have been in meeting our regents goals each year. In addition to the regents exams required by the state, we have students go on to take geometry, algebra 2, chemistry and physics. We also have a large number of students take the SPANISH city-wide exam. The additional exams offered at KIPP NYC College Prep have pushed our Pathway Exam percentage to exceed 90%.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

As you can see from the data, the high school was able to meet or exceed all of the goals related to credit accumulation, Regents outcomes and graduation. This is through a combination of strong academic performance, consistent support for students who need it, and waivers in areas that were most impacted by the COVID crisis, which allowed for some flexibility for our school to meet the needs of students.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	88%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	80%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	93%

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	96%
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

This year, we saw a decrease in the number of students that passed 3 regents exams. For half of our students (9th and 10th grade), this was the first time in 3 years that they were required to sit for a high stakes examination. Cohort 2020 (our current 11th graders) struggled the most with the transition back to in person instruction. We are offering extra support through credit recovery, tutoring, and mentoring this year for this cohort. We will be tracking their progress regularly and will continue supporting them as they work to pass all of their regents exams.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

85% of students will matriculate to college upon graduation

Our school has a robust College and Career Counseling program with the foundation of providing experiences, exposure, and proactive counseling throughout their high school experience to prepare students to matriculate to the best match post-secondary option for them. Students are assigned a Career Counselor upon entry to our building in 9th grade. This Career Counselor supports them in researching, applying, and securing a summer opportunity each year, looping up with them through 9th, 10th, and 11th grades. Our Career Team also organizes career exposure events for students such as Career Conversations, Resume Review Workshops, and a Summer Programs Fair. In 11th grade students have College and Career Readiness class in their schedules. This course is focused on a holistic and inclusive approach to preparing students for all post-secondary options and includes self-exploration, skills evaluation, SAT Prep, and college and career knowledge. In 12th grade all seniors are matched with a College Counselor or Transition Counselor who works with them through the Senior College and Career Counseling class, small group counseling, individual counseling, and family support on all aspects of the post-secondary process including writing personal statements, creating robust college lists, the early application process, all college applications, the financial aid process, opportunity program paperwork, commitment decisions with families, and transition work.

**Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

**METHOD**

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

We have several partnerships with colleges to provide dual enrollment college credit bearing opportunities for our students. We are currently partnered with Syracuse University, SUNY Albany, SUNY Broome, SUNY Westchester Community College, Arizona State University, and Howard University and University of Pennsylvania through the National Education Equity Lab. Last year we offered dual enrollment courses in College Biology, College Writing, Film Analysis, Hispanic Literature, Honors Precalculus, Latin American History and Culture, Precalculus, Psychology, Personal Finance and Universal Justice. We also partner with our CUNY campuses to offer College Now courses for our students. We are assessing our program and defining a strategy to continue to grow our programming and available offerings to students as we balance the DE and AP programs and create as many credit bearing opportunities for students as possible.

**RESULTS AND EVALUATION**

The 2018 cohort exceeded the college readiness goal through a combination of AP results, college level coursework, and students graduating with an advanced regents diploma. We have seen increased growth in both the number of college level courses students are able to access at our school as well as an increase in the number of students enrolling in AP exams. Generally, our advanced regents results have been between 55% and 65% for each previous graduating cohort and this year’s data is consistent with past results. While we have seen success in the college level courses, this year we did see significant dips in our AP results. Historically, 80% of students who have sat for AP exams have received a 2 or higher and 53% have received a 3 or above. This year, when looking at all students, those numbers were 60%

and 28% respectively across the entire school. There will be work to do ahead for the currently enrolled cohorts to reach our goal of 75% of each cohort taking and passing at least one AP with a score of 3+. The 2018 cohort had 46% reach this goal, which is about 15% lower than our predictions for this cohort prior to the pandemic. We plan to address this unfinished learning through more time in some AP courses, partnership with Bespoke tutoring and increased AP tutoring generally, and through more rigorous mock testing data analysis to determine the core concepts that need to be addressed during course reviews, curricula revisions, and test preparation.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Scored a 3+ on an AP Exam	282	129	46%
Completed a College Level Course	282	224	79%
Graduated with an Advanced Diploma	282	176	62%
Overall	282	235	83%

ADDITIONAL EVIDENCE

We have robust Advanced Placement and Dual Enrollment Programs. While we increased the number of students enrolled in a dual enrollment course, we saw a decrease in pass rates on the AP Exam. In the past, we have done a strong job of preparing our students for their AP classes. We offer Pre-Calc, Honors classes, and several other courses that are prerequisites for succeeding in an AP class. During remote learning, we offered all of these classes but were not able to cover the entire curriculum. We saw more gaps this year in their pre-requisite skills and this directly impacted their overall success in their AP Class. We are confident that after a year of in person learning our students are more prepared for their advanced level courses. Additionally, during remote learning, AP exams were offered online and modified. Returning to in person learning and having to take a 3-hour exam was definitely challenging for our students. For many of our students, this was the first time that they had taken the full length AP examination.

**Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college

program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

We have consistently met the goal of 75% of graduates enrolling in 2 or 4 year colleges after high school graduation. Our college counseling team, families and students work together from junior to senior year to determine the best post-secondary outcomes for each student and through a rigorous and hands on advising process, students are able to select a best match school and matriculate to college each year. Our students also benefit from post-secondary support through our KIPP Forward program, which helps to reduce melt from intended matriculation to actual matriculation each year. While melt has increased during the COVID crisis, we are still seeing the vast majority of graduates move forward with their college plans each year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	296	271	91.55
2017	2020-21	284	237	83.45
2018	2021-22	287	256	89.20

- 61.71% (158/256) of students who matriculated from cohort 2018 matriculated to a school that is considered Competitive, Very competitive, highly competitive or most competitive
- 31.25% (80/256) of students who matriculated from cohort 2018 matriculated to a school that is considered Very competitive, highly competitive or most competitive
- School types attended by students who matriculated from the class of 2018:
  - CUNY: 41.80%
  - Out-of-state Public/HBCUs: 7.03%
  - Private: 27.73%
  - SUNY: 23.44%

## ADDITIONAL CONTEXT AND EVIDENCE

Throughout the pandemic we have seen an increase in the number of students who want to stay at home and attend a CUNY school, as well as an increase in the number of students who want to pursue a CTE route directly after high school. We are increasing our training for all counselors on CTE options and stacking credentials with a mindful lens of how we as a community can value all pathways, while supporting students to have all of the information necessary as well as the skills they need to be successful and make their choice for the post-secondary option that will allow them to be most successful. We have also made the change to have senior year college and transition counselors continue to support students through May, June, and the summer to support their transition work and reduce melt, as these counselors have strong relationships with students and families.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

There is extensive preparation in 9th and 10th grade English and Algebra classes so that students are able to take and pass the regents and meet the college ready benchmark. Students who don't meet the benchmark are placed in courses (either in summer school or in the next school year) that provide specific supports to students. In our College and Career Readiness classes, students receive SAT preparation, in addition to prep they receive through a tutoring partnership, and are scheduled to take several mocks before sitting for the official SAT in the Spring of their junior year. Because GPA is the #1 CR indicator that impacts students' admissions into 2/4 yr. colleges, students and families are provided with detailed information about how cumulative GPAs are calculated over the course of their 4 years in HS. Students work with their college and career counselors and counselors in 11th and 12th grade to review their transcripts and make plans to meet their academic goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Complete 90%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Complete 80%

Students who did not meet the college ready scores for their ELA or Algebra regents exams are enrolled in a regents prep or credit recovery course where they will receive additional support to prepare for the January administration of the exams. 11th grade students are enrolled in a College and Career Readiness course where they will receive specific coursework to prepare for the SATs. Students will also sit for at least 2 mock exams before they take the official administration in the Spring. Students in the 2019 cohort who did not meet the college ready score (even with the superscore) will retest this Fall. Students in the 2019 cohort are currently enrolled in a Senior College and Career course where they will work with their college or career counselor to match them with the appropriate college, university, or workforce program.

**GOAL 3: ENGLISH LANGUAGE ARTS**

**Goal 3: English Language Arts**

**Elementary ELA**

SY 21-22 goal: Students will make 3 STEP levels of growth based on their beginning of year STEP level. This goal is a stepping stone toward our "moonshot" goal: 100% of 3rd graders reach STEP 12 by spring 2023. Students starting below grade level will make 4 STEP levels of growth based on their beginning of year STEP level.

### **MS ELA**

SY 21-22 goal: Students will make 20% growth, on average, on their End of Year ELA Assessment. We also set individual NYS test proficiency goals for each school/grade based on student reading level data and prior years' proficiency.

### **BACKGROUND**

#### **K-8 ELA Program**

- Based on assessment data, as well as feedback from students, teachers, and leaders, the K-8 ELA team developed four long-term curricular goals. These goals will shape the SY21-22, SY 22-23, and SY 23-24 curriculum revisions. The goals are: (1) Durability: K-8 Literacy Curriculum will be a durable curriculum that minimizes the need for duplicative work across the organization and over time. (This goal includes work on tightening vertical alignment K-8.) (2) Culturally Responsive-Sustaining Education: K-8 Literacy Curriculum will affirm and center our students' identities by honoring the varied experiences, histories, and perspectives of our students and providing opportunities to connect across differences. (3) Supportiveness: K-8 Literacy Curriculum will support all teachers, regardless of their level of expertise or experience, and push them to the top of their practice. (4) Collaboration: K-8 Literacy Curriculum will evolve through deliberate, ongoing collaboration between curriculum designers, teachers, leaders, students, and families.

- SY22 curricular revisions: In summer 2022, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.

- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts. In SY 22, we will continue to update texts using the text selection criteria and in ES to ensure more alignment between reading and writing including mentor texts that better bridge the two curricula together.

**Elementary School ELA** Elementary Schools have focused on better aligning our existing KIPP NYC Wheatley curriculum using the KIPP Foundation Wheatley curriculum as a baseline. For the 2022-2023 school year, elementary schools will have a more robust and aligned curriculum based on the revisions on the KIPP NYC Wheatley curriculum. Furthermore, we aligned KIPP NYC Wheatley thematically or genre-based with our Writer's Workshop curriculum to create a more aligned ELA block. In addition, we are continuing our focus on Success for All for our foundation literacy and using our STEP data and SFA progress monitoring data to better tailor our guided reading program.

#### **Middle School ELA**

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation’s Wheatley curriculum). The curriculum underwent an overhaul in SYs 2017 and 2018, and in SY 2019 the curriculum was expanded to include several text options for teachers so that, in some units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned). Additionally, in SY19 these new units were created with two additional enhancements, one promoting differentiation and scaffolding opportunities, the other promoting culturally responsive and sustaining pedagogical practices.

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019, and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.
- To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels.
- Professional Development: Teachers received professional development regarding the incorporation of discussion into the classroom and cultural responsiveness.

## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	89	0	0	0	1	90
4	94	1	0	0	3	98
5	95	1	0	0	0	96
6	89	1	1	0	0	91
7	89	0	0	0	1	90
8	83	1	1	0	4	89
All	539	4	2	0	9	554

RESULTS AND EVALUATION

Elementary ELA

At the end of the 2021-2022 school year, 40% of students were at grade level on reading according to STEP and F&P. 65% of students grew at least one year (3 STEP levels) this past year, which has been one of our best results to date. While only 14% of students with IEPs are on grade level at the end of the 21-22 school year, 57% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers.

Middle School ELA

We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Data showed that our students are largely proficient in their clarity, but need further instruction in the development of their ideas. This will be a large focus in the coming school year. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. We used data from its first year of administration (20-21) to set an ambitious growth goal of 20% growth overall; we exceeded that goal, with students making an average of 27% growth YOY.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67%	89	68%	81
4	54%	94	54%	85
5	43%	95	40%	84
6	58%	89	59%	88
7	61%	89	60%	81
8	53%	83	53%	79
All	56%	539	56%	498

ADDITIONAL EVIDENCE

**Elementary ELA**

All students are expected to take all of the common assessments and our reading data is inclusive of all of our elementary students. Because STEP is a nationally normed assessment, we believe the results to be valid

**Middle School ELA**

While we have common shared assessments, rubrics, and robust scoring guides with exemplars, we did not prioritize scoring norming or scoring alignment. In the 22-23 school year, we hope to use more of our common planning time to intentionally align on scoring, so we have more valid and reliable results across our schools

**Goal 3: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

<sup>3</sup> Schools can acquire this data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**RESULTS AND EVALUATION**

**Elementary ELA**

At the end of the 2021-2022 school year, 40% of students were at grade level on reading according to STEP and F&P. 65% of students grew at least one year (3 STEP levels) this past year, which has been one of our best results to date. While only 14% of students with IEPs are on grade level at the end of the 21-22 school year, 57% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers.

**Middle School ELA**

We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Data showed that our students are largely proficient in their clarity, but need further instruction in the development of their ideas. This will be a large focus in the coming school year. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. We used data from its first year of administration (20-21) to set an ambitious growth goal of 20% growth overall; we exceeded that goal, with students making an average of 27% growth YOY.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	81	28%	486
4	54%	85	23%	504
5	40%	84	18%	586
6	59%	88	39%	583
7	60%	81	35%	648
8	53%	79	39%	650
All	56%	498	31%	3457

ADDITIONAL EVIDENCE

**Elementary ELA**

All students are expected to take all of the common assessments and our reading data is inclusive of all of our elementary students. Because STEP is a nationally normed assessment, we believe the results to be valid

**Middle School ELA**

While we have common shared assessments, rubrics, and robust scoring guides with exemplars, we did not prioritize scoring norming or scoring alignment. In the 22-23 school year, we hope to use more of our common planning time to intentionally align on scoring, so we have more valid and reliable results across our schools.

INTERNAL EXAM RESULTS

2021-22 KIPP NYC Elementary School Student Growth by Number of Years		
Kindergarten	KIPP NYC	KIPP Infinity ES
<.33	2%	4%
.33-.67 Years	4%	3%
.67 - 1 Year	9%	8%
1 - 1.33 Years	22%	25%
>1.33 Years	63%	59%
1st Grade	KIPP NYC	KIPP Infinity ES
<.33	4%	1%
.33-.67 Years	13%	15%
.67 - 1 Year	24%	19%
1 - 1.33 Years	35%	36%
>1.33 Years	24%	29%
2nd Grade	KIPP NYC	KIPP Infinity ES
<.33	2%	2%
.33-.67 Years	12%	18%
.67 - 1 Year	30%	29%
1 - 1.33 Years	25%	23%
>1.33 Years	31%	28%

3rd Grade	KIPP NYC	KIPP Infinity ES
<.33	5%	2%
.33-.67 Years	14%	12%
3rd Grade	KIPP NYC	KIPP Infinity ES
.67 - 1 Year	18%	16%
1 - 1.33 Years	24%	19%
>1.33 Years	39%	51%
4th Grade	KIPP NYC	KIPP Infinity ES
<.33	6%	6%
.33-.67 Years	12%	10%
.67 - 1 Year	15%	22%
1 - 1.33 Years	16%	21%
>1.33 Years	50%	41%

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

### Elementary ELA

Elementary schools use the STEP Assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of reading growth. Additionally, our 3rd and 4th grade students take the authentic End of Year ELA Assessment, which is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. We will be also piloting DIBELS 8 as our reading assessment in a few grades within a few of our schools.

### Middle School ELA

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments (CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	56% of students in at least their second year performed at proficiency in ELA
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	KIPP Infinity students outperformed NYC District 5 at each grade level
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

### RESULTS AND EVALUATION

Last year the percentage of students who earned a Level 4 was far below the number of students who scored a 4 in previous cohorts. For many of these students, this was the first time they sat for an administration of a state assessment since middle school. Students who did not meet the college ready benchmark will retest in January and June (if needed).

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>4</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	298	3	277	<b>93%</b>
2017	2020-21	295	17	255	86%
2018	2021-22	303	49	222	73%

<sup>4</sup> Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

For the 2018 cohort, we tested all freshmen in the spring of 2019. However, there were certain kids who were not prepared to sit for the exam. Those 49 students are indicated above in the column exempted. The following year, we ended the academic year with remote learning and regents exams were canceled. As a result, students passing the course were granted waivers for the regents exam. This continued through to the spring of 2021. As a result, we had 222 students in the 2018 cohort take and pass the regents exam. For the previous cohorts,

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	244	93%	239	85% (12% exempt)	298	82% (16% exempt)
2019	246	0%	240	1% (71% exempt)	260	1% (90% exempt)
2020					230	72%
2021					NA	NA

**Goal 3: Absolute Measure**

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Last year the percentage of students who earned a Level 3 was far below the number of students who scored a 3 in previous cohorts. For many of these students, this was the first time they sat for an administration of a state assessment since middle school. While the number of students earning a 3 was considerably lower than years past, at least 80% of students met the goal.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	298	3	294	99%
2017	2020-21	295	17	276	94%
2018	2021-22	304	49	249	82%

ADDITIONAL EVIDENCE

No additional evidence

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	244	93%	239	85% (12% exempt)	298	82% (16% exempt)
2019	246	0%	240	1% (17% exempt)	260	1% (90% exempt)
2020					230	72%
2021						

**Goal 3: Growth Measure**

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

**RESULTS AND EVALUATION**

As can be seen in the table below for the cohort of 2017 we were able to meet the desired growth measure of having at least 50% of students who were not proficient in while in grade 8 score at least level 4.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	102	0	57	<b>57%</b>
2017	2020-21	72	7	38	58%
2018	2021-22	69	16	25	43%

**ADDITIONAL EVIDENCE**

No additional evidence

**Goal 3: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

**RESULTS AND EVALUATION**

As can be seen in the table below for the cohort of 2017 we were able to meet the desired growth measure of having almost 100% of students who were not proficient in while in grade 8 score at least level 3.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Percent Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	102	2	99	98%
2017	2020-21	72	7	64	98%
2018	2021-22	69	16	51	97%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As you can see in the table below some of the goals were impacted by the pandemic but overall we met the goals that were attainable.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Complete
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## ACTION PLAN

The students in the 2019 and 2020 cohorts that are not on track to pass are currently enrolled in a credit recovery or regents prep class and will retest in January. Teachers are planning together daily to ensure that their lessons are aligned and that data is used to best support their students. We will continue being intentional about the team planning time so our ELA team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students. Tutoring is offered daily. Students will be taking a mock exam this winter and all students that did not pass last June or August will retest in January.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

For the 2021-2022 school year, our K-8 Math program had a variety of goals:

#### 1. Assessment Goals

- i-Ready, an adaptive online assessment, was used for grades 3-8 to diagnose student learning needs entering each grade. The i-Ready mid-year and end of year assessments became our primary measure for growth. In our first year of using the i-Ready assessments, we did not set specific goals for each school and grade-level, but set the expectation regionally that all students should be able to achieve their typical growth goals, which meant the equivalent of growing a full year in Math on their i-Ready grade-level placement, and shared the expectation, based on comparative KIPP network data and national data, that 20-30% of students would achieve their stretch growth goals set by i-Ready at the end of the year, indicating that 20-30% of students would achieve growth of 1.5-2 years of Math content by the end of the year.
- We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data, which provided us with information on where students were in their Math placement entering the school year and returning from the 1.5 years of mostly remote instruction. Historically, we have used our prior year's state test data to predict state test proficiency rates for the following year, but since students did not sit for the state test in 2020 or 2021, the i-Ready diagnostic data became our primary means for making these state test predictions. The proficiency goals were: 91% 3rd, 71% 4th, 68% 5th, 72% 6th, 68% 7th, and 65% 8th.
- We continued to make progress towards our moonshot Algebra participation rate goals of having 90% of 8th graders sit for the Algebra I Regents exam, with 90% of these students passing with a score of 80+.

## 2. Instructional Priorities

In order to attain the assessment goals above, our regional and school-based leaders aligned on the following priorities for instruction:

-Improving our Tier 1 instruction - we believe that high-quality tier 1 instruction is one of the key factors to student outcomes. One of the levers for improving tier 1 instruction was our focus on being particularly responsive to data captured via active monitoring during class along with teachers' in-the-moment instructional responses to address misconceptions.

-Formative Assessment - we believe that assessments that make a difference exist most at the formative and summative level within Tier 1. We set a goal of having 100% of schools participate in these formative assessments, which were new this year for ES Math and revised for MS Math.

Intentional intervention - we believe that in order to address gaps from unfinished learning, we must strategically use our intervention blocks with students to support in providing access to Tier 1 instruction. For ES Math, we aimed to have students complete at least 4 Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least 2 i-Ready lessons per week.

## BACKGROUND

### Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. In addition, we use Math routines, such as counting jar and money jar, as well as automaticity assessments, which are used to practice and assess student fluency with core skills.

### Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 7+ years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically activate prior knowledge in a Do Now activity, complete a fluency drill, engage in a discussion following a launch/explore/hook activity, learn new content and vocabulary, then follow a model problem in guided practice, and spend at least 20 minutes completing independent practice aligned to the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates nearly two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra

curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students for success on both the 8th grade Math exam and the Algebra Regents exam.

To supplement our core curriculum in 2021-22, a team of summer curriculum fellows built out comprehensive unit summary plans that provide teachers with both the specificity of the core skills and concepts, common misconceptions, and aligned assessment questions covered in each unit, along with a thematic overview, list of essential questions, and major standards covered that facilitated the lesson internalization work led by our instructional leaders at schools.

In terms of assessment, this year was the launch year for our K-4 Math formative assessments, and the 4th year of our MS Math formative assessments, whereby students regionally complete short, 30 minute quizzes every few weeks that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in an analysis email/template that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next few weeks along with the following assessment. The reteach topic is then assessed on the following formative assessment so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These formative assessments are occasionally replaced by our lengthier end of module summative assessments as well as interim assessments for K-4. All assessments were adapted from those administered remotely during the 2020-21 school year, to account for the prerequisite skills taught to address unfinished learning, along with the greater amount of content covered this school year.

Professional development in 2021-2022 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

- How to address unfinished learning through the use of diagnostic and pre-unit assessments, pre-teach lessons, and intentional intervention instruction.
- The power of ICT instruction and effective co-teaching models
- Active monitoring and strategies for collecting and responding to data captured during instruction
- Building teacher content knowledge by collaborating with teachers and instructional leaders on lesson internalization

To supplement instruction, students were assigned additional work in i-Ready, Zearn, and Khan Academy for more targeted practice, and these supplemental platforms were also used as tools for small group intervention.

To account for potential unfinished learning, the 2021-22 pacing calendars were designed with more weekly time allocated for reteach and remediation - typically a flex lesson occurred in the pacing calendars each Wednesday - as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We also partnered with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and supported teachers in 2021-22 with new reteach resources.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

### METHOD

Assessment tools for measuring student proficiency and growth included:

- Daily checks for understanding, including high priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- i-Ready diagnostic and standards mastery assessments - adaptive assessments administered at the beginning of the year, middle of the year, and end of the year, primarily used to measure growth, determine grade-level placement by domain, and identify students in greatest need for intervention.
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021-22 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	89	1	0	0	0	90
4	93	2	0	0	3	98
5	93	3	2	0	0	96
6	87	2	0	0	3	92
7	89	0	0	0	1	90
8	81	2	1	0	5	89
All	532	10	3	0	12	555

### RESULTS AND EVALUATION

On the Algebra I Regents exam, 79% of students passed with a score of 65 or higher and 57% of students passed with a score of 75 or higher. 3 of 7 schools had more than 50% of their 8th graders sit for the Algebra Regents, and 4 of 7 schools had 90% or more of students who sat for the Regents pass with a 65 or higher. For some schools, we met our participation rate goals of having 70% or more students take the Algebra Regents, but for the most part, we fell short of this participation rate goal coming back from remote learning, as our students' fall diagnostic placement indicated that a much larger cohort of students was at least 2 grade-levels behind entering 8th grade, making the accelerated 2-year program even more challenging. Of the schools that had high participation rates, the pass rates were unexpectedly strong, though lower than our historic pre-pandemic pass rates.

Our i-Ready growth results indicated that our median student across grades made 137% progress towards their typical growth goal, meaning half of our students made more than 137% growth and half made less. 65% of students regionally met their typical growth goals and 34% met their stretch growth goals, which means that we fell short of our expectation that all students make typical growth, but exceeded expectations with regards to the number of students making stretch growth. 5 of 6 elementary schools and 6 of 9 middle schools exceeded the goal of 20-30% of students making stretch growth, and all but 1 elementary school and 2 middle schools had 60% or more students meet their typical growth goals.

### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	89	81%	81
4	74%	93	75%	83
5	55%	93	56%	82

<sup>5</sup> Students exempt from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	56%	87	58%	85
7	65%	89	65%	81
8	57%	81	58%	77
All	64%	532	66%	489

### ADDITIONAL EVIDENCE

Two additional notes about our assessment data - our 8th grade Algebra students did not sit for the NYS exam this year, with the exception of KIPP Infinity 8th grade Algebra students. The 8th grade Algebra curriculum focused on 8th grade prerequisite standards in preparation for topics in Algebra, and the unit on Geometry was cut from the curriculum this year and last year due to remote learning. As a result, students would not have covered all of the Geometry content necessary to succeed on the 8th grade state test, so only the non-Algebra 8th grade Math students took this exam. This is worth noting as it means our 8th grade state test data will account for far fewer students than in years past, when students took both the 8th grade state test and the Algebra Regents exam. We also expect that this decision will mean our 8th grade state test results will be lower in comparison to other grades and prior years, since our most advanced 8th graders were placed into Algebra and thus not taking the 8th grade state test. On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data does not account for all students, and could also skew the results in a lower direction in comparison to the other grades.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

### Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

On the Algebra I Regents exam, 79% of students passed with a score of 65 or higher and 57% of students passed with a score of 75 or higher. 3 of 7 schools had more than 50% of their 8th graders sit for the Algebra Regents, and 4 of 7 schools had 90% or more of students who sat for the Regents pass with a 65 or higher. For some schools, we met our participation rate goals of having 70% or more students take the Algebra Regents, but for the most part, we fell short of this participation rate goal

<sup>6</sup> Schools can acquire this data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

coming back from remote learning, as our students' fall diagnostic placement indicated that a much larger cohort of students was at least 2 grade-levels behind entering 8th grade, making the accelerated 2-year program even more challenging. Of the schools that had high participation rates, the pass rates were unexpectedly strong, though lower than our historic pre-pandemic pass rates.

Our i-Ready growth results indicated that our median student across grades made 137% progress towards their typical growth goal, meaning half of our students made more than 137% growth and half made less. 65% of students regionally met their typical growth goals and 34% met their stretch growth goals, which means that we fell short of our expectation that all students make typical growth, but exceeded expectations with regards to the number of students making stretch growth. 5 of 6 elementary schools and 6 of 9 middle schools exceeded the goal of 20-30% of students making stretch growth, and all but 1 elementary school and 2 middle schools had 60% or more students meet their typical growth goals.

### 2021-22 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students (NYC District #5)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81%	81	29%	478
4	75%	83	18%	509
5	56%	82	15%	585
6	58%	85	13%	584
7	65%	81	19%	646
8	58%	77	9%	400
All	66%	489	17%	3192

### ADDITIONAL EVIDENCE

Two additional notes about our assessment data - our 8th grade Algebra students did not sit for the NYS exam this year, with the exception of KIPP Infinity 8th grade Algebra students. The 8th grade Algebra curriculum focused on 8th grade prerequisite standards in preparation for topics in Algebra, and the unit on Geometry was cut from the curriculum this year and last year due to remote learning. As a result, students would not have covered all of the Geometry content necessary to succeed on the 8th grade state test, so only the non-Algebra 8th grade Math students took this exam. This is worth noting as it means our 8th grade state test data will account for far fewer students than in years past, when students took both the 8th grade state test and the Algebra Regents exam. We also expect that this decision will mean our 8th grade state test results will be lower in comparison to other grades and prior years, since our most advanced 8th graders were placed into Algebra and thus not taking the 8th grade state test. On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data does not account for all students, and could also skew the results in a lower direction in comparison to the other grades.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

### INTERNAL EXAM RESULTS

<b>% of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below</b>						
<b>School</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
KIPP Infinity	58% + 37%	60% + 32%	67% + 27%	46% + 33%	55% + 35%	32% + 31%
KNYC	52%+39%	27%+27%	49%+32%	46%+29%	44%+27%	36%+31%
<b>% of Students Making 100%+ of their iReady EOY Growth Goal</b>						
KIPP Infinity	78%	68%	83%	63%	81%	52%
KNYC	73%	65%	66%	71%	62%	52%
<b>% of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY</b>						
KIPP Infinity	92%	75%	84%	59%	79%	46%
KNYC	85%	79%	72%	73%	54%	51%

### ADDITIONAL CONTEXT AND EVIDENCE

Two additional notes about our assessment data - our 8th grade Algebra students did not sit for the NYS exam this year, with the exception of KIPP Infinity 8th grade Algebra students. The 8th grade Algebra curriculum focused on 8th grade prerequisite standards in preparation for topics in Algebra, and the unit on Geometry was cut from the curriculum this year and last year due to remote learning. As a result, students would not have covered all of the Geometry content necessary to succeed on the 8th grade state test, so only the non-Algebra 8th grade Math students took this exam. This is worth noting as it means our 8th grade state test data will account for far fewer students than in years past, when students took both the 8th grade state test and the Algebra Regents exam. We also expect that this decision will mean our 8th grade state test results will be lower in comparison to other grades and prior years, since our most advanced 8th graders were placed into Algebra and thus not taking the 8th grade state test. On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data does not account for all students, and could also skew the results in a lower direction in comparison to the other grades.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Our return to in-person instruction this year brought an ambitious set of goals around recovering unfinished learning as a result of 1.5 years of remote learning. Some of these ambitious goals were met this school year - the % of students meeting their i-Ready stretch growth goals indicates that a high percentage of students grew 1.5-2 grade-level equivalents in Math over the course of the year. But the results of where students placed at the end of the school year indicate that there is much more room for growth and still lots of unfinished learning to account for. While we don't yet have state test data to determine whether these goals were met, we fell short of our goal in having all students meet typical growth measured by the i-Ready EOY assessment, and fell short on our Algebra participation and pass rate goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	66% of students in at least their second year performed at proficiency in Math
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	KIPP infinity students outperformed district 5 at every grade level
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2022-23:

- New resources to support teachers with lesson internalization - building off of the unit launch plans designed in the summer of 2021, we have a team of middle school Math veteran teachers and leaders designing lesson plans for every lesson in our in-house 5-8 and Algebra curricular, which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.
- New pacing calendars with strategically timed flex lessons - with our new school schedule allowing for the same class lengths Monday to Friday, this allowed for more strategic placement of flex lessons

over the course of the year that will encourage teachers to more intentionally spiral topics in reviewing for upcoming assessments. Our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts.

- Emphasizing responsive instruction - supplementing our suite of Math formative, summative, and interim assessments, we have expanded our assessment suite by including new summative assessments for grades K-2, new interim assessments brought back for grades 5-8 and Algebra at the request of teachers and leaders, and for some lessons, new priority exit tickets. These frequent formative assessments embedded throughout the year, will provide teachers with more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs.
- Aligning to the Next Generation Learning Standards - Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use i-Ready Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for

any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

**RESULTS AND EVALUATION**

Our students have consistently met the regents goal within the first two years of high school. For students that struggle to pass the regents we offer summer sessions and credit recovery. During the pandemic students received a waiver for passing the class.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	173	2	280	94%
2017	2020-21	165	5	269	92%
2018	2021-22	143	22	278	98%

**ADDITIONAL EVIDENCE**

Any student that does not pass the algebra regents by the end of 10th grade will be supported in multiple ways. Some students will have a class with two teachers, or a smaller class environment, and/or additional courses during the summer. We also built in multiple planning periods for teachers teaching the students that did not pass to plan together. We know that our teachers need time for lesson internationalization, to review student data, and time to modify lessons based on the data collected.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	244	55%	240	33% (44% exempt)	303	98%
2019	246	34% (20% exempt)	240	33% (44% exempt)	289	98%
2020					319	87%
2021					0	0

**Goal 4: Absolute Measure**

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

**METHOD**

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

**RESULTS AND EVALUATION**

The 2018 cohort had 98% meet the goal in mathematics. Some students did not sit for the exam during the pandemic and earned the waiver. Students that do not meet the math requirement by senior year will be supported in multiple ways.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	165	2	298	<b>100%</b>
2017	2020-21	156	5	289	99%
2018	2021-22	136	22	278	98%

**ADDITIONAL EVIDENCE**

The 2018 cohort had 98% meet the goal in mathematics. Any student that did not meet the goal will receive additional support until they do meet the goal.

Percent Achieving at Least Level 3 by Cohort and Year

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	244	95%	239	91% (12% exempt)	278	98%
2019	246	57% (20% exempt)	240	50% (44% exempt)	289	99%
2020			274	0% (77% exempt)	319	91%
2021					305	81%

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

During the pandemic a large number of students received waivers for the math exam when they passed the class. Now that we are back to in person learning we need to make sure that students are prepared to take the exam. We have multiple ways that we will support our students (co-teaching, credit recovery, tutoring, etc).

### Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	173	2	280	<b>94%</b>
2017	2020-21	165	5	269	92%
2018	2021-22	143	22	278	98%

ADDITIONAL EVIDENCE

By senior year we have very few students that have not met this goal. Due to the small number of students, we are able to be very intentional about programming. We select our strongest, most experienced teachers to work with this group and when possible we assign additional teachers to this group. Tutoring is offered regularly and teachers will meet several times a week to review student data and discuss next steps.

**Goal 4: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

RESULTS AND EVALUATION

For all cohorts, we exceeded 90% scoring at a level 4. All three cohorts had a year and a half of remote learning and faced so many challenges. At least two cohorts were eligible for the waiver and those students that did not pass were given additional support once back in the building for in person learning.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>7</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	165	2	298	100%
2017	2020-21	156	5	289	99%
2018	2021-22	136	22	278	98%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We met all of our goals in math for each of the cohorts shared above. This was not easy during the pandemic so we are proud that we were able to meet our charter goals.

Type	Measure	Outcome
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<sup>7</sup> Based on the highest score for each student on the mathematics Regents exam

Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%

### ACTION PLAN

We have a strong algebra program at the high school and will continue offering the additional support some students may need. We will continue being intentional about the team planning time so our algebra team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students.

## GOAL 5: SCIENCE

### Goal 5: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the <b>full course of Amplify Science</b> (or equivalent) each year.		<b>Grads w/ 3+ AP score: 24%</b>
Design, CS, Engineering	All K-4 students complete a minimum of <b>25-30 hours of DCE instruction each year</b> in addition to Amplify.	All 5-8 students complete at <b>140 hours of DCE instruction</b> by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take <b>AP CS Principles</b> .  All KIPP High schoolers are provided an opportunity to take <b>at least two advanced STEM courses</b> (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one <b>FIRST Lego League Jr. team</b> with 50% female enrollment.	All 5-8 schools operate at least one <b>FIRST Lego League</b> team with 50% female enrollment.	All 9-12 schools operate at least one <b>FIRST Tech Challenge</b> team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of <b>two off-campus environmental literacy-learning experiences</b> per year and at least <b>one residential outdoor experience</b> before graduation.		

**BACKGROUND**

- Director of Elementary Science, Technology and Engineering worked with the 9 Elementary schools to maintain year 4 of Amplify curriculum and expansion of the Computational Thinking Units to all schools.
- Each elementary school had one K-2 science teacher and one 3-4 science teacher. There is a cohort of Elementary Science leaders being developed who work with the Director of Elementary Science, Technology & Engineering to continue implementation of Amplify by coaching and developing teachers. There is at least one leader per school.
- This is the second year of Amplify Science implementation for the 9 Middle Schools adopted Amplify science All schools implemented curricula and completed the 6 core units along with the appropriate assessments based on the districts pacing calendar.
- Assessments were a focus for the 2021-2022 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below
  - ES (K-4): CFT & EOU assessments
  - MS (5-8): CFT, CJA & EOU assessments
- Schools opted in to participate in FIRST Robotics due to the hybrid nature of the competition. There were a total of 18 teams, about one from each K-8 school, that participated in the robotics season. KIPP Infinity Middle School participated in the regional FIRST robotics competition based on being a top team in the regional qualifier. KIPP Academy ES and KIPP WHES embedded robotics as part of their

curriculum for grades 3-4 and K-2 respectively. These schools hosted EOY fairs for parents & students to showcase their work from the season.

- The second year of curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula. This year the work is focused on authentic learning experiences for students through presentation. For example, Middle School Science will add on a science fair unit with students participating in a school science fair. The top students from the school science fair will advance to KIPP NYCs first regional science fair. This will take place in June 2023. The elementary school additions will focus on project based learning.

## ELEMENTARY AND MIDDLE SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	67%	79
8	30%	73
All	49%	152

### ADDITIONAL EVIDENCE

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Earth Science	80	44%
8	2018-19	Earth Science	75	27%
8	2021-22	N/A	N/A	N/A

## ADDITIONAL CONTEXT AND EVIDENCE

Very few students opted to take the test this year and tests did not include a practical lab component. Virtual administration of Checkpoint formative assessments and End of Module assessment led to less validity on internal assessments. Currently thinking through how to collect on-going diagnostic data throughout the year to best assess current levels of student understanding given the effects of the pandemic. Due to the incongruent implementation of science across science by school, the scope/sequence and time teaching science did not lend itself to standardized internal assessments.

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

## ACTION PLAN

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network including implementation of progress build formative assessments and end of module assessments.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)
- State test is phasing out for 4th grade this year and in the 2022-2023 school year it will be 5th and 8th grade testing. Currently we are making sure the shift to amplify will prepare our students for the shift in testing.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

## METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at

least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS AND EVALUATION

Below you will see that we were able to exceed our goals. During remote learning, students earned waivers for passing the class since state exams were canceled. We had 89% meet the goal, most students earning the waiver.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort <sup>8</sup>					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	259	2	268	89%
2017	2020-21	235	3	260	89%
2018	2021-22	246	11	267	95%

ADDITIONAL EVIDENCE

The 2018 cohort took their first science regents prior to the pandemic. Students that did not pass in their freshman year were given a waiver in their sophomore year if they passed their science class because they transitioned to remote learning prior to their exam. With additional support and tutoring from our team, we were able to get this cohort to 95%.

Science Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	244	96% (1% exempt)	239	96% (3% exempt)	282	100%
2019	246	11% (65% exempt)	240	2% (95% exempt)	289	99%

<sup>8</sup> Based on the highest score for each student on any science Regents exam

2020			274	1% (73% exempt)	319	89%
2021					305	79%

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

We demonstrated strong pass results for cohorts 2018 and 2019. Cohort 2020 did not have to test and was granted a waiver if the student passed the class. The students that did not pass are currently taking credit recovery classes and will be receiving extra support to prepare them to test this year. Our 2021 cohort really struggled last year. This was the first year we were back in the building after 18 months of remote learning. Students struggled to transition back into in person learning and this definitely impacted our overall pass rates. Our overall attendance dipped last year with covid and all the health protocols we needed to follow and the lack of class time for some students definitely had a negative impact. The students in the 2021 cohort that did not pass are currently in a credit recovery class and will retest in January.

### ACTION PLAN

The students in the 2021 cohort that did not pass are currently in a credit recovery class and will retest in January. Teachers are planning together daily to ensure that their lessons are aligned and that data is used to best support their students. Tutoring is offered daily. Students will be taking a mock exam this fall and all students that did not pass last June will retest in January.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

During SY20-21, we were able to achieve the following milestones as a part of the foundational work of reconstructing a new instructional framework for MS Social Studies:

- The creation of a shared regional vision of Social Studies instruction with input and contributions from multiple stakeholders.
- The creation of, recruitment for, and hiring of the Director of Social Studies role in May 2021.
- The management of a founding cohort of Summer Curriculum Fellows were managed during SY21-22 to create the first round of Social Studies modules for regional implementation, Grades 5-8.

During SY21-22, the first round of regional modules, Grades 5-8, were implemented in 100% of classrooms in two implementation groups during SY21-22, school visits were conducted during school-based module implementation periods, guidance on lesson execution and data collection/action planning provided in person, via email, or via virtual office hours. In terms of learning/development/support, 100% of MS SS teachers were offered support via:

- Periodic school visits or Zoom office hours.
- Development of curriculum, shared brainstorming experience, coaching support, check-ins etc.

- Community building opportunities during our Regional PD Days in order to focus on joy, literacy, data, storytelling.

In addition, all schools were given framing for a metacognitive EOY SS Inquiry Project or given the option to implement their own EOY SS Projects that align to the regional vision of Social Studies instruction. We also had the Grade Global I course that was piloted at ALL and FREE, offering us invaluable lessons about the purpose and facilitation of regents-level Social Studies coursework in 8th grade classrooms.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

During SY20-21, we were able to achieve the following milestones as a part of the foundational work of reconstructing a new instructional framework for MS Social Studies:

- The creation of a shared regional vision of Social Studies instruction with input and contributions from multiple stakeholders.
- The creation of, recruitment for, and hiring of the Director of Social Studies role in May 2021.
- The management of a founding cohort of Summer Curriculum Fellows were managed during S '22 to create the first round of Social Studies modules for regional implementation, Grades 5-8.

During SY21-22, the first round of regional modules, Grades 5-8, were implemented in 100% of classrooms in two implementation groups during SY21-22, school visits were conducted during school-based module implementation periods, guidance on lesson execution and data collection/action planning provided in person, via email, or via virtual office hours. In terms of learning/development/support, 100% of MS SS teachers were offered support via:

- Periodic school visits or Zoom office hours.
- Development of curriculum, shared brainstorming experience, coaching support, check-ins etc.
- Community building opportunities during our Regional PD Days in order to focus on joy, literacy, data, storytelling.

In addition, all schools were given framing for a metacognitive EOY SS Inquiry Project or given the option to implement their own EOY SS Projects that align to the regional vision of Social Studies instruction. We also had the Grade Global I course that was piloted at ALL and FREEDOM, offering us invaluable lessons about the purpose and facilitation of regents-level Social Studies coursework in 8th grade classrooms.

For SY22-23:

### **PD DESIGN**

- Social Studies professional development, like all other content areas, will leverage differentiated sessions in order to develop, support, and cultivate instructional mindsets and practices related to our model of inquiry.
- In our shared modules, Grades 5-8, we want the designed Learning Cycles to allow students to...

#### *#1: Build Background Knowledge and Support Student Curiosity and Skill Building*

- Contextualize: Contextualize and understand period-specific information about a Social Studies topic via the 5Ws, SPICE analysis (social, political, interaction with environment, cultural, environmental), and having informed/authentic reactions to the content through the intersectional ways our students experience learning.
- Hypothesize: Based on the unit essential question(s), students will generate their own answers based on the background information they've learned.
- Case Study Exploration: Aligned to the 5E Model from NGSS, students will cycle through days where they engage, explore, explain, elaborate, evaluate on their hypotheses based on a variety of primary and secondary sources via discussion and writing in order to elicit nuance, perspectives, significance.
- Close Out: Students will be able to close out their case studies by writing revisions of hypotheses and synthesis statements of their case studies using a variety of activities like debate, presentations, socratic seminars, generating reflection videos, and updating class learning anchor charts. In addition, we will eventually develop mechanisms for students to leverage data in the development of their arguments, both from information they extract from sources and from the data they collect to answer specific questions.

*#2: Engage in A Meaningful Wrap Up Experience of the Module:* This can look like students culminating their learning with a writing prompt, a synthesis project, an extended learning cycle that incorporates another case study or a combination of learning experiences, or (non)traditional assessments.

### **DEAN/ TEACHER COACHING & SUPPORT**

By leveraging school visits, virtual office hours, established PD days for Deans/ICs, and periodic check-ins, the goal during SY22-23 will be for instructional development to focus on:

- Effective implementation and execution of BOY/ A/ B Modules and EOY experiences like exhibitions, fairs, community gatherings, etc. that will be thematically centered on enduring issues.

- Improving the historical thinking practices of our students, which include skills like:

Gathering, Interpreting, Using Evidence

Chronological Reasoning: Timeline Skills

Comparison & Contextualization

Geographic Reasoning: Map Skills,

Economics & Economic Systems

Civic Participation

### **INSTRUCTIONAL PLANNING**

We aim to meet our Y2 goals by:

- Creating course overview documents for Grades 5-8.

- Adding a BOY Foundations unit for Grades 5-8. The current thinking is that each grade level will have a BOY Module that will include around 3 weeks of instructional lessons focused on the following content:

5th: BOY Module- Geo/Chron/DS

6th: BOY Module- Geo/ Chron/ Citizenship Exploration

7th: Geo/ Chron/ US Periodization

8th: BOY Module- Geo/Chron/ Paleo/Neo Humans

- Developing our B-Modules for Grades 5-8 with the leadership of our S'22 Curriculum Fellows. Currently topics that will be developed are:

5th: Early African Civilizations

6th: Global Governance Comparative Study

7th: Ages of “Exploration” and Expansion in US History

8th: Ancient Religions Comparative Study

- Shifting the bulk of our 8th Grade Curriculum to Global I:

The 8th Grade Global I overarching essential question for SY22-23 is: How has our definition of humanity changed over time? This is a MS Global I class, with regents-bearing credit. This is not a HS survey course and should still be rooted in our MS thematic inquiry framework, but will introduce students to concepts and historical thinking practices that will prepare them for HS Global II content.

### **ENGAGEMENT & COLLABORATION**

For SY22-23 the commitment is to leverage internal and external partnerships in order to strengthen our regional Social Studies programming. This will include but will not be limited to:

- Partnering with organizations to glean best practices of instruction and exchange resources.

- Getting input from and leveraging the strengths of our various stakeholders: students/families and staff.

- Increasing the complexity and variety of inquiry-based tasks with the infusion of data science and computational thinking.

- Increasing opportunities for cross-curricular integration of ideas and learning.

### **IMPLICATIONS FOR OUR WORK**

- We root ourselves in the vision, purpose, and goal of Social Studies instruction at KIPP NYC.
- We recognize that we are in a multi-year implementation process of generating meaningful and enriching Social Studies curricula in order to empower our students to actively engage in understanding themselves, their various communities, and the current state of the world.
- We work together in order to connect about the quality of instruction we are providing to our students, collaborate in order to deepen enduring understandings for our students and ourselves as a regional learning community, and codify ways that we have done great work and will continue to do it even better.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	297	8	297	<b>99%</b>
2017	2020-21	295	295	295	100%
2018	2021-22	297	297	297	100%

EVALUATION

We met our goals in History. Each cohort exceeded our goals.

ADDITIONAL EVIDENCE

All cohorts above had the waiver option. Passing the class resulted in a waiver for the regents and although our students struggled with remote learning at times, they did meet their goals in history. The results above show that our students were able to meet the expectations to earn the waiver.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	241	0% (73% exempt)	237	0% (99% exempt)	297	100%
2019	246	0%	240	0%	289	96%
2020			274	0%	NA	NA
2021					NA	NA

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not**

previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

**RESULTS**

Our results below exceeded results in the past. The students in each of these cohorts were expected to sit for the exam and were eligible for a waiver because of the pandemic. We understand that now that we are back to in person learning that having 99-100% meet this goal may be more challenging

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	297	5	297	99%
2017	2020-21	293	33	293	99%
2018	2021-22	297	297	297	100%

**EVALUATION**

We met our goal for each of the cohorts above.

**ADDITIONAL EVIDENCE**

We were remote for 18 months and our students persisted and met our history expectations. We had all three cohorts above exceed our goals.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	244	0% (86% exempt)	239	0% (86% exempt)	297	100%
2019	246	0%	240	0% (86% exempt)	289	99%
2020			274	0%	319	77%
2021					NA	NA

### SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

As stated above, during the pandemic, students were awarded a waiver for the regents if they passed the class. Last year we returned to in person learning and students once again had to sit for the state assessment. Our 2020 cohort struggled with the transition back to in person learning. This was their first high school experience and first time taking multiple state level high school exams. We did not meet our goal and only had 77% pass. The students that did not pass are currently in a regents prep class and will retest in January. We are offering tutoring and lots of additional support to prepare them.

### ACTION PLAN

The students in the 2020 cohorts that did not pass or are not on track to pass are currently enrolled in a credit recovery or regents prep class and will retest in January. Teachers are planning together daily to ensure that their lessons are aligned and that data is used to best support their students. We will continue being intentional about the team planning time so our HIstory team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students. Tutoring is offered daily. Students will be taking a mock exam this Fall and all students that did not pass in June or August will retest in January.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

KIPP Infinity is currently in good standing, and has been so for the accountability period.

### ADDITIONAL EVIDENCE

KIPP Infinity has been in good standing for each year during the accountability period.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing